

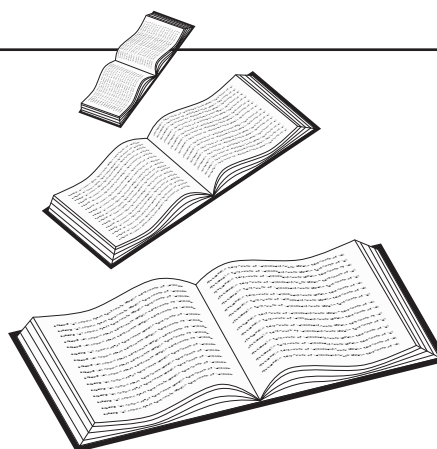
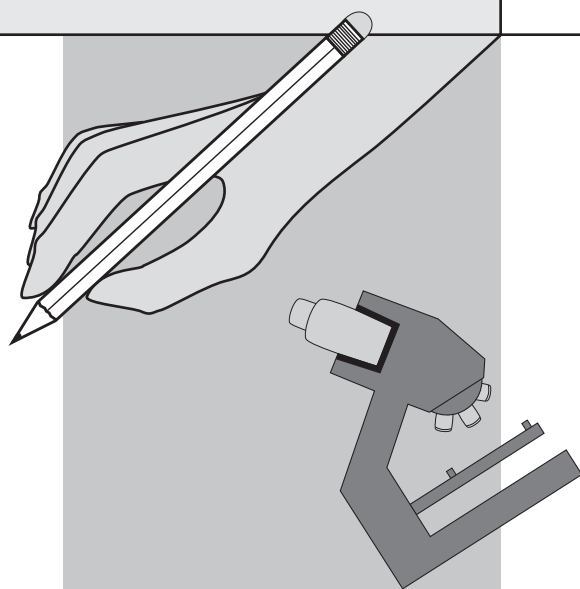
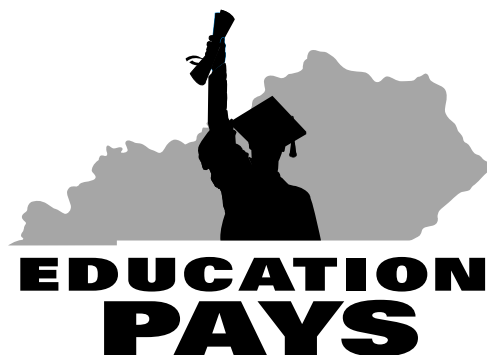


RELEASE FORM  
GRADE 7  
SPRING 1999

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM  
KENTUCKY CORE CONTENT TEST-SPRING 1999

**RELEASE FORM**

*GRADE 7*



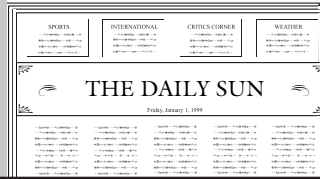
**RELEASE FORM**

NOTICE: This test form released for school use Spring 1999.

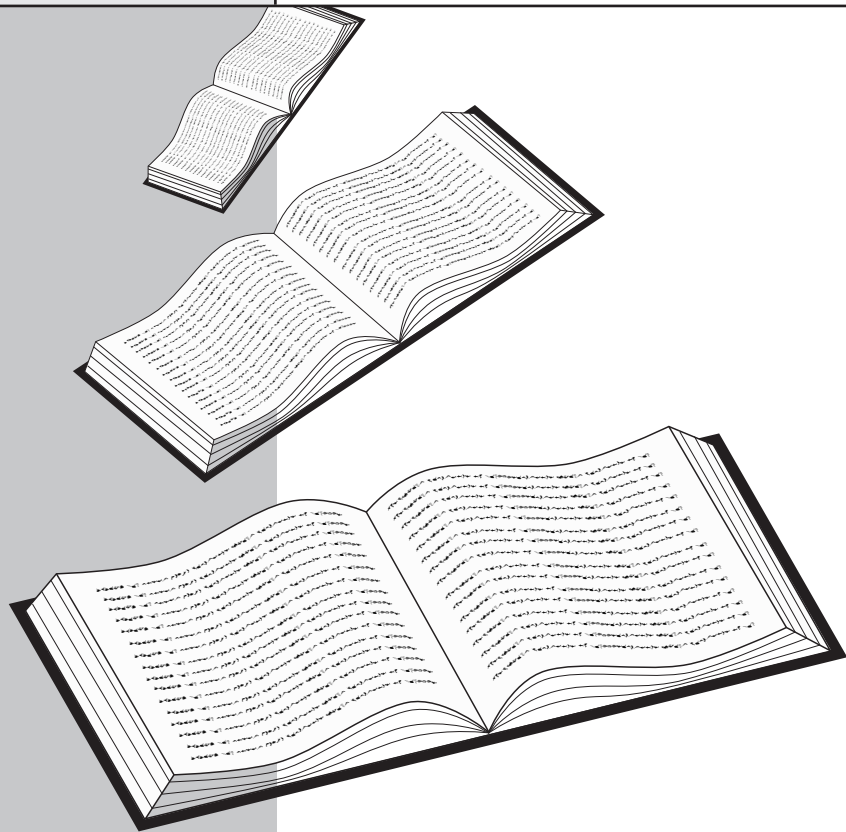
*The following is the general guide that will be used to evaluate your answers to the open-response questions in this test.*

# KENTUCKY GENERAL SCORING GUIDE

<b>SCORE POINT 4</b>	<ul style="list-style-type: none"><li>• You complete all important components of the question and communicate ideas clearly.</li><li>• You demonstrate in-depth understanding of the relevant concepts and/or processes.</li><li>• Where appropriate, you choose more efficient and/or sophisticated processes.</li><li>• Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).</li></ul>
<b>SCORE POINT 3</b>	<ul style="list-style-type: none"><li>• You complete most important components of the question and communicate clearly.</li><li>• You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.</li></ul>
<b>SCORE POINT 2</b>	<ul style="list-style-type: none"><li>• You complete some important components of the question and communicate those components clearly.</li><li>• You demonstrate that there are gaps in your conceptual understanding.</li></ul>
<b>SCORE POINT 1</b>	<ul style="list-style-type: none"><li>• You show minimal understanding of the question.</li><li>• You address only a small portion of the question.</li></ul>
<b>SCORE POINT 0</b>	<ul style="list-style-type: none"><li>• Your answer is totally incorrect or irrelevant.</li></ul>
<b>BLANK</b>	<ul style="list-style-type: none"><li>• You did not give any answer at all.</li></ul>



# GRADE 7 READING



# READING – SECTION A

This test section contains three reading selections with a total of twelve multiple-choice and three open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

*As you approach your high school years, you will be reading more and more nonfiction. When you read nonfiction, you should read in a way that is different from the way you read fiction. The article below presents some strategies for reading nonfiction. Read the article. Then answer the questions that follow.*

## Strategies for Reading Nonfiction

Nonfiction can be read as a piece of literature or as a source of information. Use the following strategies when you read nonfiction.

1. **Preview** a selection before you read. Look at the title, pictures, diagrams, subtitles, and any terms in boldfaced print or italics. All of these will give you an idea of what the selection is about.
2. **Figure out the organization.** If the work is a biography or autobiography, the organization is probably chronological, that is, in the order that events happened. Other articles may be arranged around ideas the author wants to discuss. Understanding the organization can help you predict what to expect next.
3. **Separate facts and opinions.** **Facts** are statements that can be proved, such as “There are several autobiographies in this book.” **Opinions** are statements that cannot be proved. They simply express the writer’s beliefs, such as “*Boy* is the best autobiography in this book.” Writers of nonfiction sometimes present opinions as if they were facts. Be sure you recognize the difference.

4. **Question** as you read. Why did things happen the way they did? How did people feel? What is the writer’s opinion? Do you share the writer’s opinion, or do you have different ideas on the subject?
5. During your reading, stop now and then and try to **predict** what will come next. Sometimes you will be surprised by what happens or by what the author has to say about an issue.
6. As you read, **build** on your understanding. Add new information to what you have already learned and see if your ideas and opinions change.
7. Continually **evaluate** what you read. Evaluation should be an ongoing process, not just something that is done when you have finished reading. Remember that evaluation means more than saying a selection is good or bad. Form opinions about people, events, and ideas that are presented. Decide whether or not you like the way the piece was written.

Finally, it is important to recognize that your understanding of a selection does not end when you stop reading. As you think more about what you have read and discuss it with others, you will find that your understanding continues to grow.

**Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided on page \_ of your Student Response Booklet.**

1. According to the article, one strategy you should use **before** you begin to read nonfiction is to
  - A. separate facts from opinion.
  - B. evaluate the material.
  - C. question and build an understanding.
  - D. preview the selection.
  
2. The conclusion of the article suggests that the reader
  - A. should reread the most important parts of the piece of writing.
  - B. will continue to develop understanding of the piece of writing.
  - C. should write a response to the piece of writing.
  - D. will want to reread a favorite detail.
  
3. What is the meaning of the word chronological?
  - A. statements that can be proved
  - B. understanding the organization
  - C. the sequence in which events occur
  - D. an ongoing process
  
4. Which statement does **not** describe the evaluation strategy?
  - A. Evaluation is an ongoing process.
  - B. Evaluation includes forming opinions about the ideas presented.
  - C. Evaluation ends when you finish reading.
  - D. Evaluation helps with decisions about the quality of writing.

**Read all parts of the question before you begin. Write your answer to open-response question 5 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

5. Information in a nonfiction passage may be organized using a variety of methods, depending on the purpose of the passage.
  - a. Describe the methods used by the author to organize his strategies for reading nonfiction.
  - b. Explain how these methods help the reader better understand the purpose of the passage.Support your answers with details from the passage.

*Abraham Lincoln's stepbrother, John D. Johnston, wrote Lincoln that he was "broke" and "hard-pressed" on the family farm in Coles County, Illinois, and needed a loan. Read Lincoln's response to his stepbrother's request. Then answer the questions that follow.*

## ABRAHAM LINCOLN DENIES A LOAN

*[Dec. 24, 1848]*

Dear Johnston:

Your request for eighty dollars, I do not think it best to comply with now. At the various times when I have helped you a little, you have said to me, "We can get along very well now," but in a very short time I find you in the same difficulty again. Now this can only happen by some defect in your conduct. What that defect is, I think I know. You are not *lazy*, and still you are an *idler*. I doubt whether since I saw you, you have done a good whole day's work, in any one day. You do not very much dislike to work, and still you do not work much, merely because it does not seem to you that you could get much for it.

This habit of uselessly wasting time, is the whole difficulty; it is vastly important to you, and still more so to your children, that you should break this habit. It is more important to them, because they have longer to live, and can keep out of an idle habit before they are in it, easier than they can get out after they are in.

You are now in need of some ready money; and what I propose is, that you shall go to work, "tooth and nail," for somebody who will give you money for it.

Let father and your boys take charge of your things at home—prepare for a crop, and make the crop, and you go to work for the best money wages, or in discharge of any debt you owe, that you can get. And to secure you a fair reward for your labor, I now promise you that for every dollar you will, between this and the first of May, get for your own labor either in money or in your own indebtedness, I will then give you one other dollar.

By this, if you hire yourself at ten dollars a month, from me you will get ten more, making twenty dollars a month for your work. In this, I do not mean you shall go off to St. Louis, or the lead mines, or the gold mines, in California, but I mean for you to go at it for the best wages you can get close to home—in Coles County.

Now if you will do this, you will soon be out of debt, and what is better, you will have a habit that will keep you from getting in debt again. But if I should now clear you out, next year you will be just as deep in as ever. You say you would almost give your place in Heaven for \$70 or \$80. Then you value your place in Heaven very cheaply, for I am sure you can with the offer I make you get the seventy or eighty dollars for four or five months' work. You say if I furnish you the money you will deed me the land, and if you don't pay the money back, you will deliver possession—

Nonsense! If you can't now live *with* the land, how will you then live without it? You have always been kind to me, and I do not now mean to be unkind to you. On the contrary, if you will but follow my advice, you will find it worth more than eight times eighty dollars to you.

Affectionately

Your brother  
A. Lincoln

**Mark your answer choices for multiple-choice questions 6 through 9 in the spaces provided on page \_ of your Student Response Booklet.**

6. Under the terms Abraham Lincoln suggests, John Johnston would
- A. never receive help from him again.
  - B. pay back the money he already owes Lincoln.
  - C. put up his land to secure the loan.
  - D. receive money from Lincoln equal to what he earns.
7. Abraham Lincoln considered John Johnston's biggest problem to be the way Johnston
- A. honored his word to Lincoln.
  - B. used his work time.
  - C. kept his financial accounts.
  - D. treated his land.
8. Where does Abraham Lincoln want his stepbrother to work?
- A. St. Louis
  - B. gold mines
  - C. lead mines
  - D. Coles County
9. What did Abraham Lincoln's stepbrother request from him?
- A. a job
  - B. food for his family
  - C. eighty dollars
  - D. permission to live with him

**Read all parts of the question before you begin. Write your answer to open-response question 10 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

10. It would have been easy for Abraham Lincoln simply to have given his stepbrother a loan. However, he chose another course of action.
- a. Describe the offer Lincoln made to his stepbrother.
  - b. Explain what Lincoln hoped would be accomplished by making this offer.
- Support your answers with details from the letter.

*Berea is an interesting place in Kentucky. Read about its attractions in the following brochure. Then answer the questions that follow.*

# BEREA

## KENTUCKY

**H**istoric Berea, where the bluegrass meets the mountains, is a living celebration of the Appalachian culture.

Browsing through the studios and galleries is a delight to each of the senses. Watch as talented hands work with a spinning mass of clay carefully molding the shape into an elegant vase. Smell the enticing aroma of freshly-sawn wood as another pair of hands carves a delicate dulcimer from a block of maple.

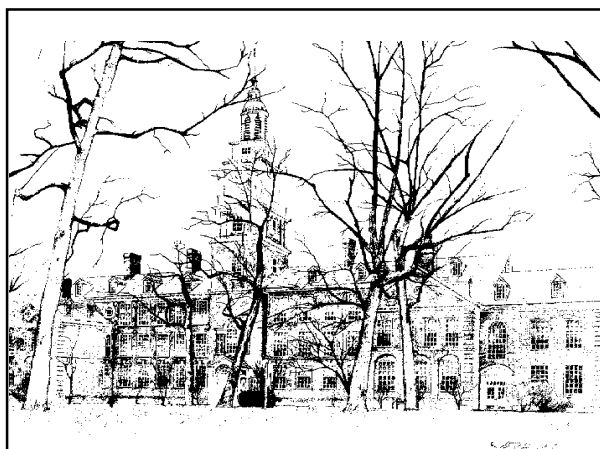
Creative treasures abound. The skill and artistry of the craftspeople are evident in everything you see, from designer jewelry, hand-forged wrought iron, to the charm of corn shuck dolls.

Whether leisurely strolling through the scenic campus of Berea College, learning the history of the area at the Appalachian Museum, or gathering precious gifts from the many craft shops, you'll find life here a pleasure.

Visit our unforgettable community and see, for yourself, the many delights of Berea.

**T**he quality, scope, and value of the crafts produced in Berea are unsurpassed in the commonwealth. Recognizing Berea's commitment to exceptional handcrafts, the State Legislature has given the community the official title, "The Folk Arts & Crafts Capital of Kentucky."

For over 125 years, Berea College has provided a quality liberal arts education to the people of Appalachia. Chosen on the basis of academic ability and financial need, Berea's students do not pay tuition.



Tour the loomhouse of the nationally renowned Churchill Weavers. Watch as master weavers transform rich yarn into a variety of luxurious items including throws, baby blankets and women's accessories.

Antique lovers are kept busy browsing the stores of Berea. Dolls, furniture and everything in between line the shelves of the area's 16 shops and malls. With over 150

dealers displaying their finest collectibles, diverse yet affordable treasures are abundant.

With over 40 craft shops, studios, and galleries in the area, shopping always provides delightful surprises. Hand-hewn wooden bowls, stained glass, candles, hand-made brooms, baskets, patchwork quilts and colorful needlework are just a few of the jewels to be found.

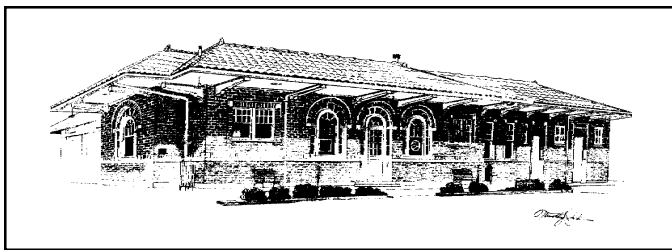
Take the time to stroll around and discover the bounty of Berea.

### Berea College

Berea College, one of the first interracial colleges in the South, is also unique because it's tuition-free. Each of the 1,500 students works 10-15 hours a week while carrying a full academic load. The College's strong academic program stresses the value of work.

Many of the students contribute to the craft heritage of the community through the Berea College Crafts program. Students in this program turn out fine hand-crafted items including furniture, brooms, woven items, ceramics and wrought iron pieces. Visitors can see the student-produced works for sale at the Log House Craft Gallery or the Boone Tavern Gift Shop.





### L&N Depot – Welcome Center

Located in Old Town Berea, this 1920-era depot, complete with a red tile roof and fanlight doors and windows, is home to Berea's Visitor Information Center. While gathering brochures and maps of the area's many attractions, visitors can also view displays of arts and crafts as well as a video about local artisans.

**Mark your answer choices for multiple-choice questions 11 through 14 in the spaces provided on page \_ of your Student Response Booklet.**

- |   |   |
|---|---|
| <p>11. Kentucky has given Berea the official title of</p> <ul style="list-style-type: none"><li>A. Historical Berea.</li><li>B. Old Town Berea.</li><li>C. The Most Friendly City in Kentucky.</li><li>D. The Folk Arts &amp; Crafts Capital of Kentucky.</li></ul> <p>12. Which geographic areas of Kentucky meet to form Berea?</p> <ul style="list-style-type: none"><li>A. Pennyroyal and Bluegrass regions</li><li>B. Mountain and Pennyroyal regions</li><li>C. Jackson Purchase and Pennyroyal regions</li><li>D. Bluegrass and Mountain regions</li></ul> | <p>13. The description of the L&amp;N Depot <b>most</b> appeals to which sense?</p> <ul style="list-style-type: none"><li>A. hearing</li><li>B. touch</li><li>C. smell</li><li>D. sight</li></ul> <p>14. How can the reader of this brochure <b>quickly</b> determine which institution is older, Berea College or the L&amp;N Depot?</p> <ul style="list-style-type: none"><li>A. Reread the introductory paragraph of the brochure.</li><li>B. Preview the questions asked about Berea.</li><li>C. Scan for dates associated with each institution.</li><li>D. Skim the crafts section of the brochure.</li></ul> |
|---|---|

**Read all parts of the question before you begin. Write your answer to open-response question 15 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

15. Brochures are designed to attract certain audiences.
- a. Describe the audience for which this brochure was designed.
  - b. Explain how this brochure persuades that audience to visit Berea.
- Use the information in this brochure to support both parts of your answer.

**PLEASE STOP!**

# READING – SECTION B

This test section contains two reading selections with a total of eight multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

*Our nation's capital was burned in the War of 1812. Read the excerpt below to find out what happened before and during that day in Washington, D.C. Then answer the questions that follow.*

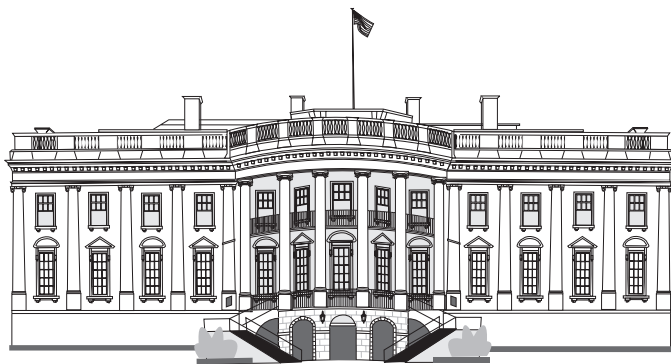
## *The Burning of Washington*

Early in the war, the United States enjoyed success at sea, but suffered bitter defeats on land. The initial sea battles were fought off the New England coast and in the Great Lakes. The splendid American frigate *Constitution* opened the fighting by sinking a mighty British warship. Later the *Constitution* earned the nickname Old Ironsides because British cannonballs thudded harmlessly off her copper-sheathed sides. On land, however, American attacks on Canada were driven back. One American army unit captured Toronto (then called York), but was quickly driven out of the city. Before they retreated, American troops set fire to a few of Toronto's public buildings. Because the Americans had left portions of Toronto in flames, the British army sought revenge.

The war took a new direction in 1814 when Napoleon was defeated in Europe. This enabled Great Britain to move powerful armies to the New World. One of those armies, fresh from Europe, defeated the Americans at Bladensburg and now stood poised to march into Washington.

In Washington the mood shifted from one of confidence to panic. Streams of civilians and defeated militiamen choked the streets. One Washingtonian wrote a letter describing the frenzy in the capital: "The distress here and in Georgetown is beyond any description.

Women and children running in every direction. . . . If the force of the enemy is as large as stated this city will fall. . . . All is confusion as you may easily imagine. . . . Stages, hacks, carts, or wagons cannot be procured for love or money. They are all pressed for the military. I have just returned from taking a load of children eight miles out of town, and the whole distance the road was filled with women and



children. Indeed I never saw so much distress in my life as today. . . . I am fearful that by twelve o'clock tomorrow this city will not be ours."

At the White House, Dolley Madison waited anxiously for her husband, the president, to return. He had ridden off early in the morning to visit the fighting front. To ease the tension of her wait, Mrs. Madison wrote a letter to her sister: "Will you believe

it, we have had a battle near Bladensburg, and I am still here within the sound of the cannon! Mr. Madison comes not. May God protect him.”

While the president’s wife wrote, two dust-covered messengers galloped up to the White House and banged on the front door. One of the messengers cried, “Clear out, clear out! The general has ordered a retreat.”

A lesser person, fearing capture by the enemy, would have fled in panic. But Mrs. Madison was a cool, confident woman. She intended to evacuate Washington, but she would leave with dignity and only when she was certain that her house was in order.



First, many of Mr. Madison’s government papers had to be taken with her. It would be embarrassing for the president’s documents to fall into the hands of the British. And, most important of all, she was determined to protect what she believed to be the prized possession in the White House—the marvelous portrait of George Washington that hung in the large drawing room.

The portrait showed the first president standing proudly with his sword at his side. It had been painted by Gilbert Stuart, one of America’s most accomplished artists. Dolley Madison told her servants to take the painting down, box it up, and put it in the wagon waiting to take her to safety. The servants discovered that the frame was bolted to the wall. So Mrs. Madison ordered them to break the frame. Just before she fled the White House, the First Lady finished her letter: “[I placed] the precious portrait in the hands of some gentlemen from New York for safekeeping. And now, dear sister, I must leave this house, or the army will make me a prisoner in it. . . . When I shall again write you or where I shall be tomorrow, I cannot tell!”

A half hour after Mrs. Madison’s wagon carried her away, the president and Attorney General Richard Rush rode up to the White House. They rested for an hour, then decided they, too, must leave Washington. No doubt the president’s spirits were devastated upon leaving his capital to the enemy. But with the British at the city’s gates he was as powerless to defend the capital as any other citizen. According to one witness, Mr. Madison “cooly mounted his horse” and rode off with his party to the Potomac River crossing.

At 6:00 P.M. on August 24, 1814, the British entered Washington, D.C. They found the city streets deserted. Those Washingtonians who had not escaped huddled in their homes.

Naval admiral Sir George Cockburn served as overall commander of the British troops. Witnesses said he took a fiendish delight in igniting some of the capital's most important buildings. The British government later claimed it was justified in setting the fires because Americans had burned several government buildings in Toronto two years earlier. But at least one British officer thought the burning of Washington was a barbaric act.

**Mark your answer choices for multiple-choice questions 16 through 19 in the spaces provided on page \_ of your Student Response Booklet.**

- |   |   |
|---|---|
| <p>16. The success of the frigate <i>Constitution</i> in the War of 1812 resulted in</p> <ul style="list-style-type: none"><li>A. British losses at sea.</li><li>B. British revenge on America.</li><li>C. American defeat on land.</li><li>D. American victory on land.</li></ul> <p>17. Why did the war take a new direction in 1814?</p> <ul style="list-style-type: none"><li>A. American attacks on Canada had been driven back.</li><li>B. Napoleon had been defeated in Europe.</li><li>C. An American army unit had captured Toronto.</li><li>D. The American warship <i>Constitution</i> had sunk a British warship.</li></ul> | <p>18. When the British army marched into Washington, D.C., the mood of the citizenry changed to that of</p> <ul style="list-style-type: none"><li>A. confidence.</li><li>B. panic.</li><li>C. joy.</li><li>D. frustration.</li></ul> <p>19. What was a reason for President Madison being absent from the White House on August 24, 1814?</p> <ul style="list-style-type: none"><li>A. He had gone to visit his physician in Georgetown.</li><li>B. He was organizing a government reception.</li><li>C. He had ridden off early in the morning to visit the fighting front.</li><li>D. He was away commanding a naval vessel in the Great Lakes area.</li></ul> |
|---|---|

**Read all parts of the question before you begin. Write your answer to open-response question 20 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

20. In this excerpt, the author describes Dolley Madison's actions before the British burned Washington, D.C.
- a. Identify **two** character traits of Mrs. Madison.
  - b. Describe the actions that illustrate her character traits.
- Use details from the article to support your answers.

*What does the word “goodbye” mean? Mary TallMountain uses this poem to describe what Athabaskans believe it means. First read the poem through; then reread it slowly to more fully understand it. Finally, answer the questions that follow.*

## *THERE IS NO WORD FOR GOODBYE*

MARY TALLMOUNTAIN

Sokoya,<sup>1</sup> I said, looking through  
the net of wrinkles into  
wise black pools  
of her eyes.

5 What do you say in Athabaskan  
when you leave each other?  
What is the word  
for goodbye?

A shade of feeling rippled  
10 the wind-tanned skin.  
Ah, nothing, she said,  
watching the river flash.

She looked at me close.  
We just say, Tlaa.<sup>2</sup> That means,  
15 See you.  
We never leave each other.  
When does your mouth  
say goodbye to your heart?

She touched me light  
20 as a bluebell.  
You forget when you leave us,  
You're so small then.  
We don't use that word.

We always think you're coming back,  
25 but if you don't,  
we'll see you some place else,  
You understand,  
There is no word for goodbye.

---

<sup>1</sup> **sokoya** (sə koi' yə): aunt on mother's side.

<sup>2</sup> **tlaa** (tlä)

**Mark your answer choices for multiple-choice questions 21 through 24 in the spaces provided on page \_ of your Student Response Booklet.**

- |   |   |
|---|---|
| <p>21. In the first stanza, the reader can tell that the sokoya</p> <ul style="list-style-type: none"><li>A. is in a happy mood.</li><li>B. is considered wise.</li><li>C. looks older than she really is.</li><li>D. speaks in Athabaskan.</li></ul> <p>22. Which typical poetic form is <b>not</b> used in this poem?</p> <ul style="list-style-type: none"><li>A. use of stanzas</li><li>B. indentation of certain lines</li><li>C. use of complete sentences</li><li>D. use of rhyme patterns</li></ul> | <p>23. Which of the words below is used in a simile in the poem?</p> <ul style="list-style-type: none"><li>A. bluebell</li><li>B. mouth</li><li>C. heart</li><li>D. pools</li></ul> <p>24. Which expression is <b>most</b> similar to the Athabaskan “tlaa”?</p> <ul style="list-style-type: none"><li>A. “sweet dreams”</li><li>B. “hello”</li><li>C. “later”</li><li>D. “goodbye”</li></ul> |
|---|---|

**Write your answer to open-response question 25 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

25. Describe the difference between “goodbye” and “tlaa” as they are used in this poem.

**PLEASE STOP!**

# READING – SECTION C

This test section contains one reading selection with a total of four multiple-choice questions and one open-response (short-answer) question. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

*This article describes a study of how glue works. Read the article. Then answer the questions that follow.*

## Coming unglued

By David L. Chandler

GLOBE STAFF

This may come as no surprise to anyone who has struggled to peel a price sticker off a gift without leaving a big mess: Experiments show that glue can hold things together with a force up to 100,000 times stronger than theory says it should.

Now, say two physicists at Johns Hopkins University, the secret behind this sticky mystery has been pried loose.

They call it the “Rice Krispies” principle. When you try to pull two glued pieces apart, first the glue pops, then it crackles and finally it snaps. (Actually, that’s the reverse of the way the cereal’s advertising has it.)

Prying apart two blocks of wood with a dab of Elmer’s between them may seem simple, but what is going on between the wood molecules and the glue molecules turns out to be an amazingly complicated process – so complicated that even the most powerful supercomputers had not been able to figure out why glue is so tenacious.

But now, after 300 hours of detailed simulations on a Cray C-90 – by some measures, the fastest computer in the world – a very simple version of the problem has finally been cracked. The solution was published in the journal *Science* by physics professor Mark Robbins and postdoctoral fellow Arlette Baljon.

“The simulations have only begun to be possible,” Robbins said in an interview, and they could eventually help engineers develop better adhesives.

Jacob Israelachvili, a chemical engineer at the University of California at Santa Barbara, said the pair’s work represents a whole new approach to understanding how glue works.

Robbins, whose analogies tend strongly toward food, explained what happens when something comes unglued.

First there is the popping stage. That’s something like what happens when you pull apart two pieces of toast with a layer of honey between them: The honey at first stretches out uniformly, then suddenly holes begin to appear in it.

In the second, “crackling” stage, the holes increase in size and number, in a series of jerky steps – until all that’s left is a network of thin strands.

Each strand is made up of glue molecules that are tangled and coiled together like a plate full of spaghetti, so that pulling on one piece tends to pull along a whole mass of strands. Eventually, as they get pulled thinner, each strand breaks – the “snap” – to complete the separation process.

Theorists trying to understand the dynamics of glue had considered only the forces needed to separate one layer of molecules from another, Robbins says, but the real process is much more complex. It’s not just one layer of glue molecules being pulled apart, but rather hundreds of layers are being stretched, each subject to the same forces – until one of them finally gives in, and the pieces fly apart.

In short, as singer/songwriter Neil Sedaka put it, breaking up is hard to do.

**Mark your answer choices for multiple-choice questions 26 through 29 in the spaces provided on page \_ of your Student Response Booklet.**

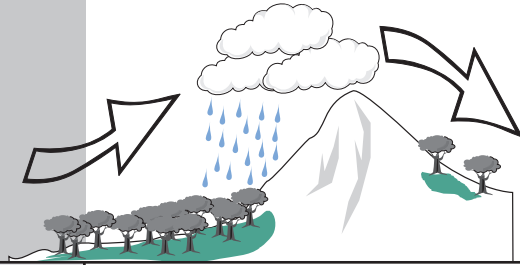
26. What was used **most** directly to investigate why glue is so sticky?
- A. computer simulations
  - B. a box of cereal
  - C. wood blocks
  - D. scientific journals
27. Which describes the order of the stages in which two glued objects come apart?
- A. snap, crackle, pop
  - B. crackle, pop, snap
  - C. pop, snap, crackle
  - D. pop, crackle, snap
28. This article calls glue tenacious. What does the word tenacious mean?
- A. making noises
  - B. breaking apart
  - C. refusing to let go
  - D. creating messes
29. In the article, the popping stage is compared to separating
- A. two pieces of tangled spaghetti.
  - B. a plateful of spaghetti.
  - C. two blocks of wood.
  - D. two pieces of toast with honey between them.

**Read all parts of the question before you begin. Write your answer to open-response question 30 in the space provided on page \_ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.**

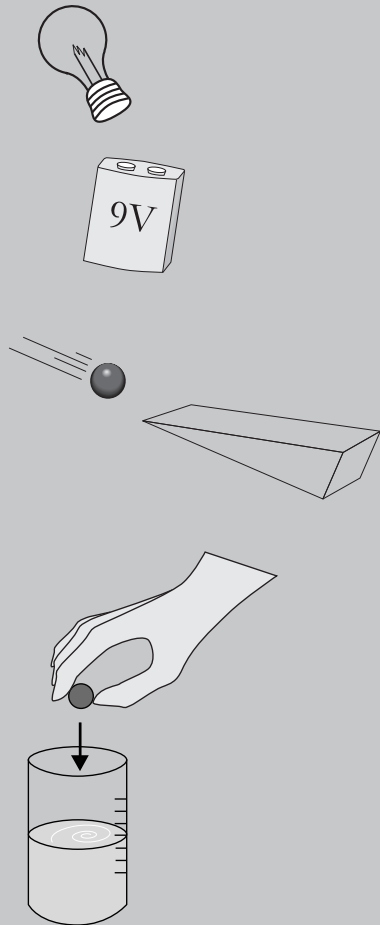
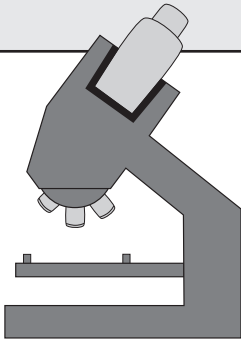
30. This article explains three stages that occur when two glued objects are pulled apart.
- a. Describe what happens at **each** of the three stages, in the order that they occur.
  - b. Explain why the theory of how glue works is called the “Rice Krispies” principle. Use information from the article to support your answers.

**PLEASE STOP!**





# *GRADE 7 SCIENCE*

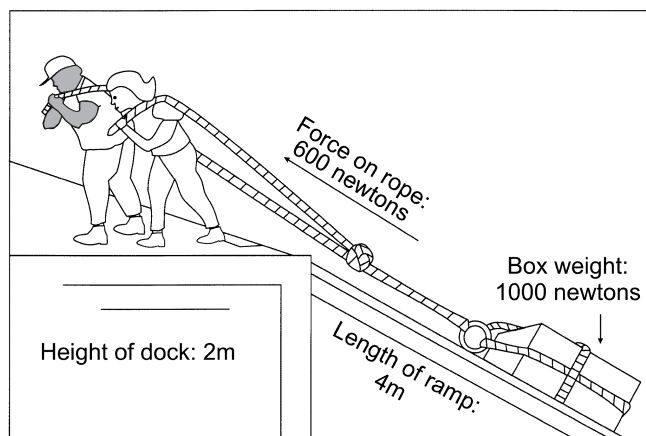


# SCIENCE – SECTION A

This test section contains nine multiple-choice and three open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

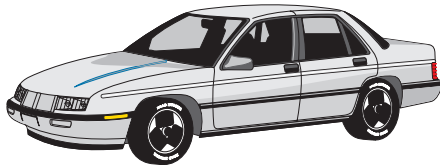
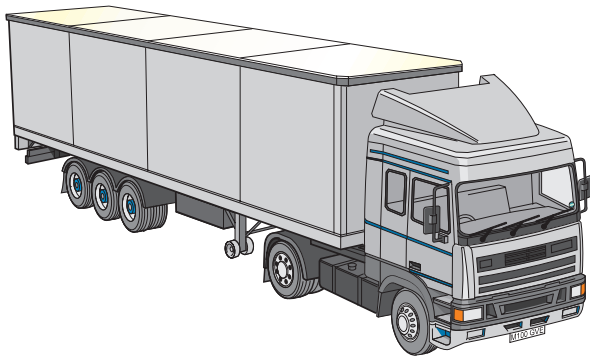
1. Juan thinks that water will evaporate faster in a warm place than in a cool one. He wants to do an experiment to find out if he is correct. He has two identical bowls and a bucket of water. Which of the following should he do?
  - A. Place a bowl of water in a cool place and a bowl with the same amount of water in a warm place.
  - B. Place a bowl of water in a cool place and a bowl with twice the amount of water in a warm place.
  - C. Place a bowl of water in a cool place and a bowl with half of the amount of water in a warm place.
  - D. Place two bowls with the same amount of water in a warm place.
  
2. In which part of a plant does photosynthesis take place?
  - A. bark
  - B. flowers
  - C. leaves
  - D. roots

Two workers use a ramp to help lift a box onto a dock as shown below. Use the diagram to answer question 3.



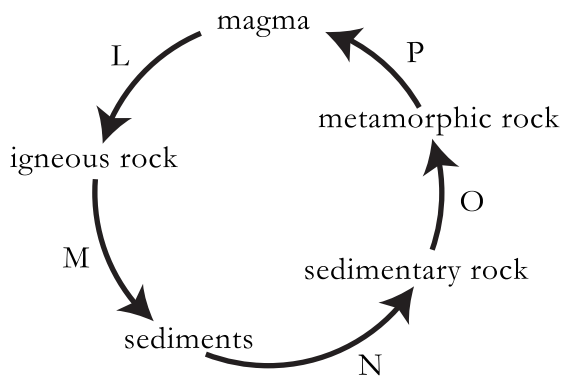
3. Despite the advantage gained by using the ramp, there is a loss of energy **mainly** due to
  - A. friction between the box and the ramp.
  - B. the length of the ramp.
  - C. the rope stretching when it is pulled.
  - D. two people pulling the rope.

Use the pictures below to answer question 4.



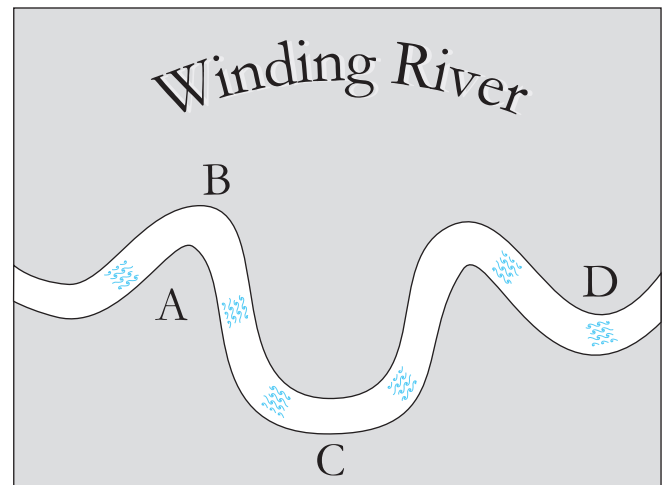
4. Which vehicle pictured above would require the more powerful braking system?
- the car
  - the truck
  - neither; both need equally powerful braking systems
  - Not enough information is given.

Use the diagram below to answer question 5.



5. In which stage of the rock cycle shown above would you predict the formation of fossils?
- stage L
  - stage M
  - stage N
  - stage P

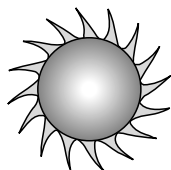
Use the diagram below to answer question 6.



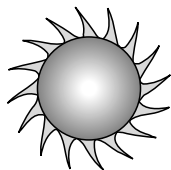
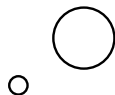
6. Assuming that the Winding River flows through flat land and is the same depth at each point, where would the river current be the fastest?
- point A
  - point B
  - point C
  - point D
7. Earth has different seasons because
- Earth's north pole is always tilted away from the sun.
  - Earth's tilt remains the same as Earth revolves around the sun.
  - Earth's distance from the sun changes.
  - Earth's rotation and distance from the sun change daily.

8. Which diagram below shows the relationship between the sun, the moon, and Earth when the moon is full (seen as a completely lighted circle)?

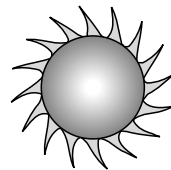
A.



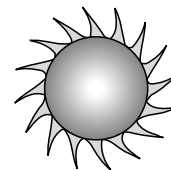
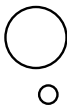
B.



C.



D.



9. In order for a space shuttle to be launched from Earth into space, rocket forces must be

- A. kept to zero during the launch.
- B. less than the gravitational force.
- C. equal to the gravitational force.
- D. greater than the gravitational force.

# SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to open-response questions 10, 11, and 12 in the spaces provided on pages \_\_, \_\_, and \_\_ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

**Write your answer to question 10 in the space provided on page \_\_ of your Student Response Booklet.**

## *Yolanda and James' Disagreement*

10. Yolanda and James are having a disagreement. Yolanda thinks that natural rainwater is better for plant growth than water from the hose in her garden. James disagrees. He thinks that natural rainwater has too many chemicals from the atmosphere and that the hose water is better. They perform the following experiment to see whose prediction is correct.

- They buy two plants of the same species and size.
- They plant one outside and one inside away from the rain.
- When it rains, they water the inside plant with "hose water."

This experiment has several mistakes.

- a. Identify **two** mistakes in the experiment's design.
- b. Explain how you could redesign the experiment to settle Yolanda and James' disagreement.

**Write your answer to question 11 in the space provided on page \_\_ of your Student Response Booklet.**

## *Plant/Animal Interrelations*

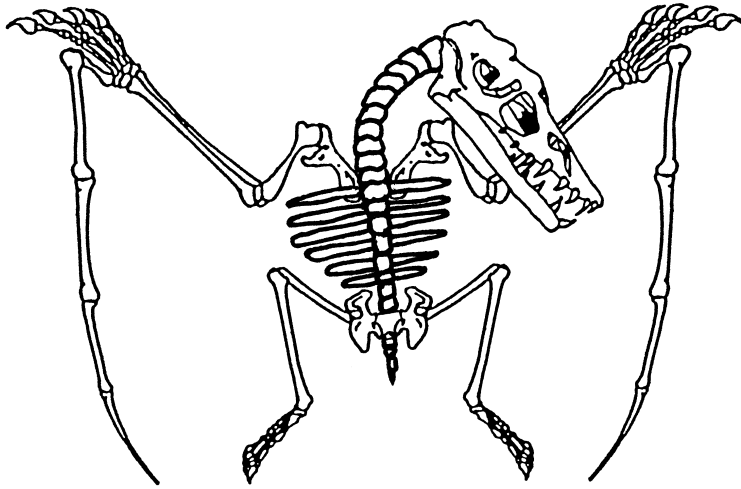
11. Plants and animals rely on one another for the production of oxygen and carbon dioxide.

- a. Describe this relationship.
- b. Use a diagram or flow chart to illustrate your description of the relationship.

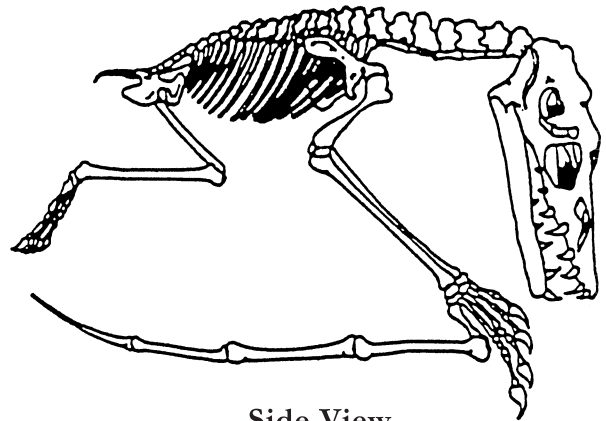
Write your answer to question 12 in the space provided on page \_ of your Student Response Booklet.

*Dinosaur Fossil*

12. Features such as the bone size or structure of an animal's skeleton often help scientists determine the animal's characteristics, which include how it moves, what it eats, or even the predator/prey relationships of the animal. In 1826, scientists in Germany uncovered the fossilized bones of the dinosaur illustrated below.



Front View



Side View

This dinosaur was about twice the size of this drawing.

- List three features of the skeleton of this dinosaur.
- Explain how each of the features you listed relates to a characteristic that helped the dinosaur live.

**PLEASE STOP!**

# SCIENCE – SECTION B

This test section contains nine multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

13. Messages are carried from the eyes to the brain by
- A. nerves.
  - B. muscles.
  - C. light.
  - D. blood vessels.

Use the pictures below to answer question 14.



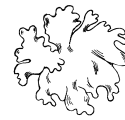
*Paramecium*



*Hydra*



moss



lichen

14. Which of the following is an example of a single-celled organism?
- A. *Paramecium*
  - B. *Hydra*
  - C. moss
  - D. lichen
15. A snake coiled on a rock on a sunny day in Kentucky is probably
- A. hibernating.
  - B. seeking food.
  - C. shedding its skin.
  - D. seeking warmth.
16. A scientist notices that a living organism changes color when exposed to a lower temperature. The scientist is making
- A. an inference.
  - B. a hypothesis.
  - C. a conclusion.
  - D. an observation.

17. If a ball is moved 30 cm by a force, how far will the ball move if the force is tripled?

- A. 30 cm
- B. 60 cm
- C. 90 cm
- D. 120 cm

18. Imagine that the amount of oxygen in the atmosphere decreased. The effect that this would have on an organism's ability to breathe would be similar to the effect that would occur if the organism moved from

- A. sea level to a mountaintop.
- B. sea level to a valley below sea level.
- C. a mountaintop to sea level.
- D. a mountaintop to a valley at sea level.

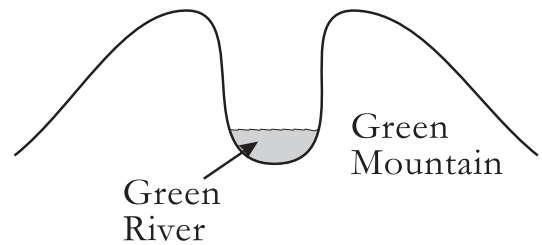
19. Which could be separated by a filter?

- A. sugar and salt
- B. oil and water
- C. mud and water
- D. sand and sawdust

20. José and Lisa are watching their friends play basketball. They **see** the ball hit the backboard before they **hear** the ball hit the backboard. What would account for this slight delay?

- A. Light travels faster than sound.
- B. Sound travels faster than light.
- C. Light had to travel farther.
- D. Sound had to travel farther.

Use the diagram below to answer question 21.



21. The diagram above illustrates the Green River flowing through the center of Green Mountain. Which of the following processes most likely caused this phenomena?

- A. The river maintained its course and eroded the mountain.
- B. The mountain was cracked in half by a glacier, and then the river began flowing through it.
- C. The river began and cut the mountain in half.
- D. A half-mountain formed on either side of the river.



# SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to open-response questions 22 and 23 in the spaces provided on pages \_ and \_ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

**Write your answer to question 22 in the space provided on page \_ of your Student Response Booklet.**

## *Soil Formation*

22. Soil is created through the actions of natural earth forces. Soil is made of many different types of materials such as sand, clay, silt, and decayed matter.
- Identify three forces that cause soil to be formed.
  - Explain how each of these forces produces soil.

**Write your answer to question 23 in the space provided on page \_ of your Student Response Booklet.**

## *Acid Rain*

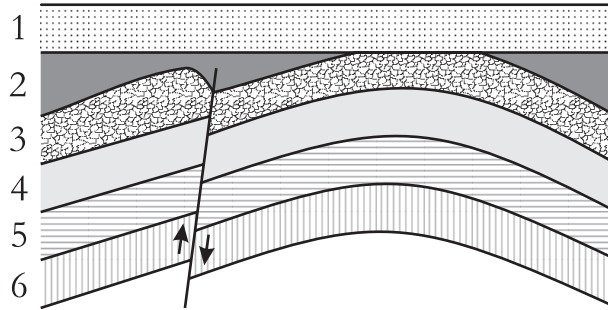
23. Acid rain is a major problem in many parts of the United States. It can harm both plant and animal life and can cause changes to physical structures (natural or man-made). Rainwater is normally slightly acidic, but sometimes enough pollutants mix with the water in the sky to make the rainwater more acidic than normal.
- Describe **two** tests you could perform to determine if the rainwater in your town is acidic.
  - Choose a plant, an animal, or a physical structure and explain what damage acid rain could do to it.

**PLEASE STOP!**

# SCIENCE – SECTION C

This test section contains six multiple-choice and one open-response (short-answer) question. Please mark your answers for the multiple-choice questions in the spaces provided on page \_ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Use the diagram below to answer question 24.



24. In the diagram shown above, which rock layer is probably the oldest?
- A. layer 1
  - B. layer 2
  - C. layer 5
  - D. layer 6
25. Most water vapor in the atmosphere comes from
- A. evaporation from soil.
  - B. evaporation from oceans.
  - C. transpiration from plants.
  - D. the burning of fossil fuels.

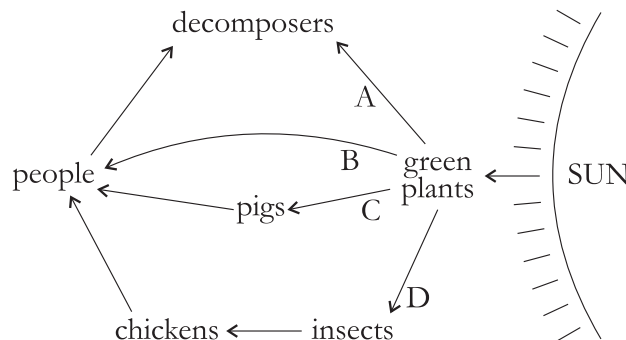
26. The coat of a horse in the summer is relatively smooth with short hairs. The coat of a horse in the winter is coarse with long hairs. What **most** likely causes this difference?
- A. seasonal changes in the horse's exercise
  - B. adjustment to seasonal change
  - C. seasonal changes in the horse's diet
  - D. reduction in grooming due to winter weather

Use the chart below to answer question 27.

Property	Substance A	Substance B	Substance C	Substance D
State	Solid	Solid	Solid	Liquid
Attracted to Magnet?	Yes	No	No	Yes
Dissolves in Water?	No	No	Yes	No
Color	Black	White	White	Silver

27. Which of the substances shown in the chart above could be sugar?
- A. Substance A
  - B. Substance B
  - C. Substance C
  - D. Substance D

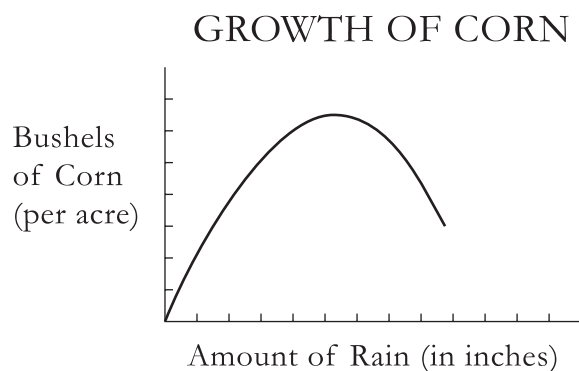
28. In ecosystems, the sun's energy is transferred through food webs as shown below.



The sun's energy is **most** directly available to people through

- A. path A.
- B. path B.
- C. path C.
- D. path D.

Use the graph below to answer question 29.



29. What is the **best** conclusion you can make from the graph shown above?
- A. The more rain there is, the better the corn will grow.
  - B. Corn needs rain to grow, but too much rain is harmful.
  - C. Different kinds of corn need different amounts of rain to grow best.
  - D. Corn can grow well even if there is no rain.

# SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of the open-response question before you begin. Write your answer to open-response question 30 in the space provided on page \_ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

**Write your answer to question 30 in the space provided on page \_ of your Student Response Booklet.**

## *Reducing Energy Use*

30. Electrical energy is used in buildings such as schools to provide electricity for machines, equipment, and heating and cooling units.
- Identify **two** changes in a school's design that could be made to keep the use of electrical energy low.
  - Identify **two** ways students and teachers in a school could help keep electrical energy usage low.

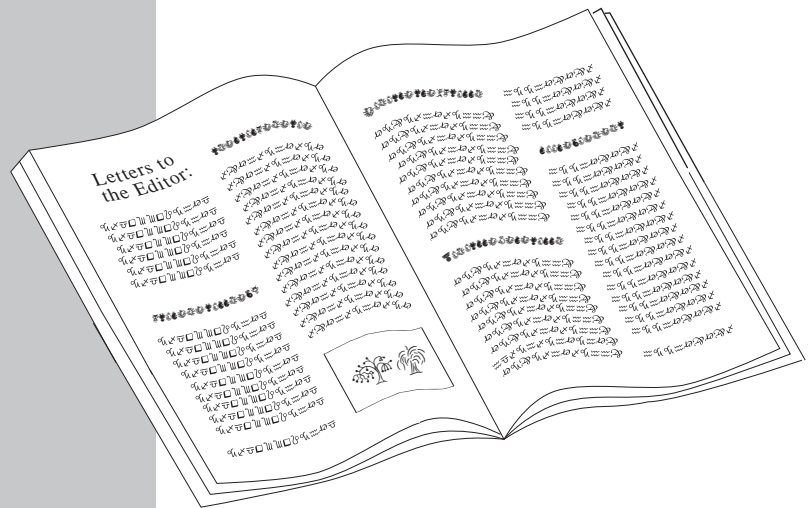
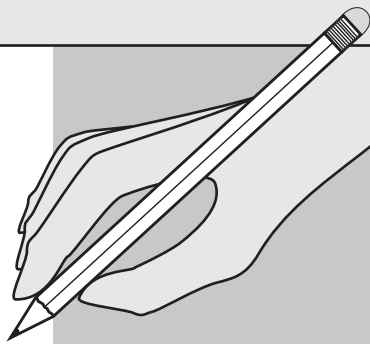
**PLEASE STOP!**



# GRADE 7 WRITING



**EDUCATION  
PAYS**



# WRITING

## GENERAL DIRECTIONS

This section contains two writing tasks. Carefully read the two writing tasks on the following pages. Then choose **one** of the tasks to complete.

You will have 90 minutes of time to

- think about what you want to write;
- make notes, outline, web, map, cluster, brainstorm, or use any other prewriting/planning activity;
- write a draft of your paper;
- revise and edit your draft; and
- write the final draft in the writing task section of your Student Response Booklet.

Use the Prewriting/Planning space provided on page \_ of your test booklet for organizing your ideas and developing a rough draft.

While it is important to plan your writing, your prewriting will **not** be scored. All that will be scored is what you write on the four lined pages provided in your Student Response Booklet. Do your best to make your writing thoughtful, complete, and well-organized.

You must use either a pen or a #2 pencil. You may use a dictionary and/or a thesaurus. No electronic equipment will be allowed.

This is an **independent** task. You may not work or confer with anyone.

On page \_ of your Student Response Booklet, use a #2 pencil to fill in the circle that identifies the number of the writing task you have chosen.

As you write and rewrite, remember to

- keep in mind the purpose of your writing;
- communicate with your reader;
- develop your ideas and details in an organized and complete manner;
- check your wording and sentence structure to see if they are the best choices; and
- check your spelling, punctuation, and capitalization.

## WRITING TASK 7

### SITUATION:

Before the school year began, the district superintendent sent a memo to the school principal, the teachers, and all parents at your school. The memo follows.

Date: August 4, 1996  
To: School Principals, Teachers, Parents  
From: District Superintendent  
Re: Length of School Day

Past experience has shown that bad weather affects almost every school year. In order to prevent this school year from extending into the month of June, your district will lengthen the school day by one hour. All students will arrive at school one-half hour earlier, and leave one-half hour later than they did last year.

**WRITING TASK:** Respond to this news by writing an editorial for your community newspaper. Include support for your response.

These criteria will be used to score your work.

<b>PURPOSE/AUDIENCE</b>	The degree to which the writer <ul style="list-style-type: none"><li>• establishes and maintains a purpose</li><li>• communicates with the audience</li><li>• employs a suitable voice and/or tone</li></ul>
<b>IDEA DEVELOPMENT/SUPPORT</b>	The degree to which the writer provides thoughtful, detailed support to develop main idea(s)
<b>ORGANIZATION</b>	The degree to which the writer demonstrates <ul style="list-style-type: none"><li>• logical order</li><li>• coherence</li><li>• transitions/organizational signals</li></ul>
<b>SENTENCES</b>	The degree to which the writer includes sentences that are <ul style="list-style-type: none"><li>• varied in structure and length</li><li>• constructed effectively</li><li>• complete and correct</li></ul>
<b>LANGUAGE</b>	The degree to which the writer exhibits correct and effective <ul style="list-style-type: none"><li>• word choice</li><li>• usage</li></ul>
<b>CORRECTNESS</b>	The degree to which the writer demonstrates correct <ul style="list-style-type: none"><li>• spelling</li><li>• punctuation</li><li>• capitalization</li></ul>



## WRITING TASK 8

### SITUATION:

Your local newspaper wants to let its readers know good things about the youth of your community. Recently, this advertisement appeared.

#### ACTIVE YOUTH

Send us an article that tells about a hobby or activity that you like. The article can be about unique or unusual hobbies you may have, or it can be about an activity or hobby that others like to do. It's up to you! Let's inform our community about what teens enjoy doing.

### WRITING TASK:

In response to the youth promotion advertisement to promote a positive image of teens, write an article about a hobby or activity that you like. Remember that this can be an unusual or unique hobby of your own or an activity or hobby that others like to do. Include helpful and supportive information in your article.

These criteria will be used to score your work.

<b>PURPOSE/AUDIENCE</b>	The degree to which the writer <ul style="list-style-type: none"><li>• establishes and maintains a purpose</li><li>• communicates with the audience</li><li>• employs a suitable voice and/or tone</li></ul>
<b>IDEA DEVELOPMENT/SUPPORT</b>	The degree to which the writer provides thoughtful, detailed support to develop main idea(s)
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<b>SENTENCES</b>	The degree to which the writer includes sentences that are <ul style="list-style-type: none"><li>• varied in structure and length</li><li>• constructed effectively</li><li>• complete and correct</li></ul>
<b>LANGUAGE</b>	The degree to which the writer exhibits correct and effective <ul style="list-style-type: none"><li>• word choice</li><li>• usage</li></ul>
<b>CORRECTNESS</b>	The degree to which the writer demonstrates correct <ul style="list-style-type: none"><li>• spelling</li><li>• punctuation</li><li>• capitalization</li></ul>

## **PREWRITING/PLANNING SPACE**

**WRITE THE FINAL DRAFT OF YOUR PIECE IN YOUR STUDENT RESPONSE BOOKLET.**

**PLEASE DO NOT GO ON  
TO THE NEXT PAGE.**

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